

WALFORD NURSERY & PRIMARY SCHOOL



Policy on GEOGRAPHY

Reviewed and Updated: June 2021

Date for Review: June 2022

Walford Nursery & Primary School Geography Policy

INTENT

At Walford Nursery & Primary School, pupils will:

- Demonstrate an excellent knowledge of where places are and what they are like.
- Understand how places are interdependent and how human and physical environments are interrelated.
- Show an extensive base of geographical knowledge and vocabulary enabling them to speak eloquently about people and places.
- Develop the ability to enquire geographically, applying questioning skills and using effective analytical and presentational skills.
- Provide clear conclusions and develop reasoned arguments to explain their findings.
- Apply geographical skills during fieldwork and show a real sense of curiosity about the world and the people who live there.
- Demonstrate excellent knowledge and understanding about current and contemporary issues in society and the environment.

This is the knowledge and understanding gained at each stage:

By the end of EYFS, children will:

- have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

By the end of Key Stage 1, children will:

- begin to develop knowledge about the world, the United Kingdom and their locality;
- understand basic subject-specific vocabulary relating to human and physical geography;
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 2, children will:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America;
- learn about the location and characteristics of a range of the world's most significant human and physical features;
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

IMPLEMENTATION

What does our Geography Curriculum look like?

Please refer to:

- our **Long Term Plan**, which demonstrates the progression of knowledge and skills within the whole school geography offer;
- our **Medium Term Plan** for each year group, which maps teaching and learning, knowledge and skills through a topic;

- our **Curriculum Map**, which details each year group / subject;
- our Knowledge Organisers, which summarise the key knowledge and skills to be acquired and retained during a geography topic.

Adults will:

- plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge;
- create a learning environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays;
- conduct regular book scrutiny, pupil perceptions and planning audits;
- undertake regular whole school professional development.

Children will be supported by:

- differentiated work, where appropriate, to ensure all children are able to meet the learning objective;
- small group/1:1 adult support, when required;
- the use of effective questioning;
- the use of teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use;
- the use of knowledge organisers to support learning;
- the use of key vocabulary within lessons;
- the use of retrieval activities e.g. Flash Back 4's.

Children will be challenged by:

- differentiated lessons;
- the use of effective questioning;
- additional activities to stretch the learning within the lesson.

All children (including SEND / EAL) can access the curriculum by:

- pre-taught vocabulary/sessions, when appropriate (SEND or EAL);
- seating children alongside good role models who can provide additional support;
- providing visual/practical prompts;
- teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

IMPACT

Our Geography curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit of work. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as geographers.

This is what you might typically see:

- Engaged learners.
- Children posing questions for research.
- Children focusing on a range of geographical locations. Recognising the differences between man-made and natural features within the landscape
- Children developing their map work including understanding the purpose of the map key.

- Themed days to give the children the opportunity to learn about different countries in a meaningful context. Children sharing their learning with others through contributing to a display.

This is how we know how well our pupils are doing:

- Lessons are planned based on geographical skills which are specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- EYFS floor books.
- Displays of work in classes.
- Assessment tracked at the end of each term.
- Book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

- Children who enjoy geography.
- Inquisitive learners.
- Reflective learners.
- Children who are able to demonstrate a variety of geographical skills.
- Children who are prepared to share what they've learnt in a variety of ways.
- Children who are able to gain an insight into the world they live in.

Strategic Leadership of Geography

Day-to-day responsibility for the delivery of the Geography curriculum rests with class teachers. The Geography Leader is responsible for developing the school strategy for geography, taking into account opinions expressed by all members of the school community, particularly classroom-based staff. This development is also informed by external factors and influences such as the Geographical Association (GA).

The Geography Leader is ultimately responsible to the Headteacher and governing body in whose hands, all final decisions on strategy rest.

The Curriculum Organisation

Teaching and learning in geography follows the outline programmes of study and level descriptors prescribed by the New National Curriculum for Key Stage 1 and 2. In our curriculum, geography is taught both as a discrete subject and within an integrated topic approach, linking it with other areas of the curriculum such as English and History. Staff will actively look for opportunities to ensure the cross-curricular aspect of work is evident.

Early Years (EY) / Early Years Foundation Stage (EYFS)

Children follow Development Matters and the Early Years Foundation Stage Program (Early Learning Goals), where geography makes a significant contribution to the ELG of Understanding of the World. The children are provided with a basis to prepare them for following the National Curriculum.

During EYFS (Nursery / Reception), children will:

- Show an interest in different occupations and ways of life.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- They explain why some things occur and talk about changes.

Key Stage 1 and Key Stage 2

By following the National Curriculum, children will be taught to:

- Develop the skills of questioning, enquiry, observing and interpreting, organising and communicating findings, drawing conclusions and identifying cause and effect.
- Develop knowledge and understanding of place, through an enquiry based approach.
- Develop curiosity about the things children observe, experience and explore relating to the world around them.
- Apply key skills to enhance their understanding of geographic concepts.
- Use appropriate geographical vocabulary to communicate ideas.
- Develop a respect for the environment and an understanding of how human activity impacts on these things.
- Develop children's skills of investigation and to enhance their knowledge of how the world is constructed from their earliest experiential play within the Foundation Phase to more sophisticated whole studies by the end of Key Stage 2.

Teaching and Learning

At Walford Nursery & Primary School, we use a range of teaching and learning strategies to develop children's knowledge, skills and understanding in geography and all other subjects. Geography teaching focuses on enabling children to think as geographers.

Teaching and Learning in Geography is supported by:

- a range of practical equipment / resources, artefacts, visual and reference aids;
- additional resources loaned from various outside agencies and libraries;
- in each key stage, we give children the opportunity to participate in trips and fieldwork.
- we encourage visitors to come into the school and talk about their experiences of geography in real life contexts. We recognise and value the importance of stories in geography teaching and we regard this as an important way of stimulating interest in geography and giving a relevant context to learners.
- ICT including Internet and DVDs.

The teaching of geography will vary and will be most appropriate to the planned learning outcomes of the lesson.

Children will be taught and will work:

- as a whole class;
- in groups (sometimes differentiated by ability);
- in pairs or as individuals.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their geographical capability. The school promotes equal opportunities and fairness of distribution of all resources.

Assessment

Assessment is an integral part of the teaching of Geography. Children's work is assessed through observations and informal judgements. On completion of a piece of work, the teacher marks and comments as necessary. At the start of every lesson, children will complete retrieval activities, such as, 'Flashback 4' which consists of four questions: something they learned yesterday, something they learned last week, something they learned last term and something they learned last year. At the end of a lesson, children will demonstrate their learning by completing a NIKI (Now I Know It) evaluation. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of the year. Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning.

Written or verbal feedback (in line with school marking policy) is given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self-assessment. Feedback on attainment to parents will be given during end of year reports.

Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the Geography Coordinator, in the following ways:

- Informal discussion with staff and pupils (pupil voice)
- Work sampling and book trawls
- Classroom observation
- Planning scrutiny

Evaluation / Review

There is an annual review of this policy by the Geography Leader. The leader will report to the governing body on the progress of the children in geography and will meet with the designated governor to discuss and monitor the success of the teaching in geography.

This policy was updated in June 2021. The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in June 2021 and will be monitored annually.

Signed: Chair of Standards, Teaching and Learning Committee

Signed: Headteacher